

**NORTHSIDE MIDDLE**

400 Glenwood Street  
Greenwood, SC 29649

<b>GRADES</b>	6-8 Middle School	
<b>ENROLLMENT</b>	829 Students	
<b>PRINCIPAL</b>	Kevin Black	864-941-5780
<b>SUPERINTENDENT</b>	William P. Steed, Ed.D.	864-941-5400
<b>BOARD CHAIR</b>	Dru James	864-223-1878



**THE STATE OF SOUTH CAROLINA**

**ANNUAL SCHOOL  
REPORT CARD**

**2003**

**ABSOLUTE RATING:** **GOOD**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	17	25	5	0

**IMPROVEMENT RATING:** **BELOW AVERAGE**

**ADEQUATE YEARLY PROGRESS:** **NO**

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

**SOUTH CAROLINA PERFORMANCE GOAL**

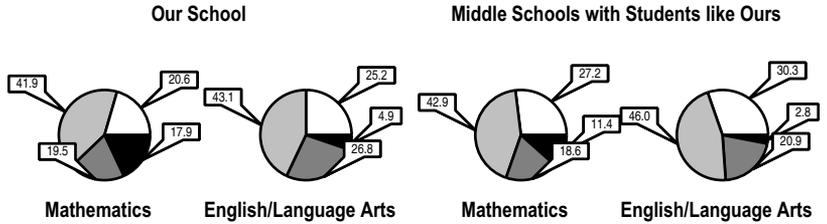
By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**  
**WWW.MYSCSCHOOLS.COM**  
**WWW.SCEOC.ORG**

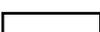
**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Average	N/A
2003	Good	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**



**Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students	Parents
Number of surveys returned	50	243	144
Percent satisfied with learning environment	93.9%	82.2%	80.4%
Percent satisfied with social and physical environment	94.0%	83.5%	66.4%
Percent satisfied with home-school relations	89.8%	84.6%	76.3%

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
<b>English/Language Arts</b>								
All students	820	100.0	25.2	43.1	26.8	4.9	31.7	17.6
<b>Gender</b>								
Male	396	100.0	27.6	44.2	24.9	3.2	28.2	17.6
Female	424	100.0	22.9	42.1	28.5	6.5	35.0	17.6
<b>Racial/Ethnic Group</b>								
White	423	100.0	11.7	40.9	40.1	7.4	47.5	17.6
African-American	344	100.0	36.8	48.8	12.3	2.1	14.4	17.6
Asian/Pacific Islander	18	100.0	31.6	26.3	31.6	10.5	42.1	17.6
Hispanic	31	100.0	75.9	17.2	6.9	N/A	6.9	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Disability Status</b>								
Not disabled	697	100.0	19.0	44.0	31.2	5.8	37.1	17.6
Disabled	123	100.0	59.8	38.5	1.7	N/A	1.7	17.6
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	820	100.0	24.9	43.3	26.9	5.0	31.8	17.6
<b>English Proficiency</b>								
Limited English proficient	34	100.0	79.4	20.6	N/A	N/A	N/A	17.6
Non-limited English proficient	786	100.0	22.6	44.2	28.0	5.2	33.2	17.6
<b>Socio-Economic Status</b>								
Subsidized meals	406	100.0	41.0	46.4	11.9	0.8	12.7	17.6
Full-pay meals	414	100.0	10.6	39.9	40.7	8.8	49.5	17.6
<b>Mathematics</b>								
All students	820	100.0	20.6	41.9	19.5	17.9	37.4	15.5
<b>Gender</b>								
Male	396	100.0	20.9	39.7	18.0	21.4	39.4	15.5
Female	424	100.0	20.4	44.1	20.9	14.6	35.5	15.5
<b>Racial/Ethnic Group</b>								
White	423	100.0	8.6	35.5	26.6	29.2	55.8	15.5
African-American	344	100.0	32.2	52.8	11.3	3.7	15.0	15.5
Asian/Pacific Islander	18	100.0	5.3	10.5	31.6	52.6	84.2	15.5
Hispanic	31	100.0	65.5	24.1	6.9	3.4	10.3	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Disability Status</b>								
Not disabled	697	100.0	15.5	41.3	22.4	20.8	43.2	15.5
Disabled	123	100.0	49.6	45.3	3.4	1.7	5.1	15.5
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	820	100.0	20.5	42.0	19.6	18.0	37.5	15.5
<b>English Proficiency</b>								
Limited English proficient	34	100.0	55.9	23.5	14.7	5.9	20.6	15.5
Non-limited English proficient	786	100.0	18.9	42.9	19.7	18.5	38.2	15.5
<b>Socio-Economic Status</b>								
Subsidized meals	406	100.0	33.4	49.1	12.4	5.1	17.5	15.5
Full-pay meals	414	100.0	8.8	35.2	26.1	29.9	56.0	15.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2002</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	244	N/A	21.8	34.6	33.7	9.9	43.6
	Grade 7	261	N/A	23.4	48.8	24.6	3.2	27.8
	Grade 8	236	N/A	19.7	48.9	27.9	3.4	31.3
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	284	100.0	28.0	34.1	29.9	8.0	37.9
	Grade 7	264	100.0	20.8	47.2	28.4	3.6	32.0
	Grade 8	272	100.0	26.6	48.4	21.9	3.1	25.0

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>Mathematics</b>								
<b>2002</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	244	N/A	23.5	44.4	16.5	15.6	32.1
	Grade 7	261	N/A	33.3	37.8	14.9	14.1	28.9
	Grade 8	236	N/A	28.3	49.4	15.9	6.4	22.3
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	284	100.0	20.5	36.4	21.6	21.6	43.2
	Grade 7	264	100.0	14.8	40.4	22.0	22.8	44.8
	Grade 8	272	100.0	26.6	49.2	14.8	9.4	24.2

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 829)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	15.6%	14.4%
Retention rate	2.1%	Down from 3.4%	2.3%	2.3%
Attendance rate	96.2%	No change	95.4%	95.2%
Eligible for gifted and talented	22.7%	Up from 19.9%	16.2%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.1%	Down from 15.3%	14.9%	14.1%
Older than usual for grade	7.1%	Down from 8.3%	4.9%	4.9%
Suspended or expelled	1.3%	Down from 2.3%	1.3%	1.3%
Annual dropout rate	0.9%	Up from 0.4%	0.0%	0.0%

<b>Teachers (n= 52)</b>				
Teachers with advanced degrees	36.5%	Up from 34.7%	49.1%	47.1%
Continuing contract teachers	90.4%	Up from 87.8%	86.4%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.7%	Up from 92.6%	86.4%	84.3%
Teacher attendance rate	94.9%	Down from 96.1%	95.2%	95.0%
Average teacher salary	\$39,584	Down 0.5%	\$40,418	\$39,924
Prof. development days/teacher	7.4 days	Down from 8.4 days	10.7 days	10.7 days

<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio	24.0 to 1	Up from 21.8 to 1	21.7 to 1	21.0 to 1
Prime instructional time	90.1%	Down from 91.0%	89.0%	88.9%
Dollars spent per pupil*	\$5,389	Down 5.0%	\$5,659	\$5,854
Percent spent on teacher salaries*	63.0%	Up from 59.7%	62.2%	62.0%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	94.5%	Down from 99.7%	94.5%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

**Abbreviations for Missing Data**

<b>N/A</b> Not Applicable	<b>N/C</b> Not Collected	<b>N/R</b> Not Reported	<b>I/S</b> Insufficient Sample
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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The Northside Middle School 2002-2003 school year was exciting and productive. Through budget cuts, staff realignment, and rezoning, our teachers and staff remained positive and focused, working in the best interest of each student.

NMS faculty members continued to grow professionally. Our math and language arts teachers met weekly in study groups discussing new teaching approaches and strategies. Several teachers participated in graduate courses throughout the school year and summer. While we currently have three National Board certified teachers, five more teachers are waiting on their National Board scores this fall.

NMS students continued to excel in and out of the classroom. Our students progressed from 17,000 Accelerated Reader points last year to over 40,000 points this year. Our academic challenge teams placed 1st and 3rd this year in our district competition. The Beta club continues to be very active and has increased to over 200 members. For the second year in a row our Band program received an Outstanding Performance Award, as well as our Chorus received several outstanding ratings. The SC School Boards Association recognized our Girl Power group on the state level for student development. Individual NMS student accomplishments include: the Lt. Governor's Writing Award winner for Greenwood School District 50, 2 All-State Band winners, 11 All-Region Band winners, 7 Duke TIP scholars, and 22 Junior Scholars. Our athletic teams won 4 of 6 conference athletic championships and our students and staff continued to support our community through finances and service projects such as United Way, March of Dimes, and the Bowers-Rodgers Home.

NMS continues to enjoy outstanding parental support. Our PTO was extremely involved and contributed over \$10,000 towards our school. Most of the money went to purchase books for the media center and technology needs for our students. The PTO Open House, Holiday Concert, Showcase of Talent, and Athletic Awards Banquet were successful and filled to capacity with parents and supporters of NMS. Our School Improvement Council assisted in the beginning of Project LEAD. This after-school program allowed students to receive homework assistance and life skills development. We partnered with local businesses and agencies for financial assistance and character education instruction.

Although we have made significant progress in many areas, our faculty and staff continuously strive to improve themselves and the academic success of all of our students.

Kevin Black, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.